



## FOREST HILLS ELEMENTARY

633 Hiers Corner Road  
Walterboro, SC 29488

<b>Grades</b>	1-5 Elementary School	
<b>Enrollment</b>	627 Students	
<b>Principal</b>	Cindy S. Riley	843-782-4512
<b>Superintendent</b>	Ms. Leila Williams	843-782-4510
<b>Board Chair</b>	Mr. Wayne Shider	843-782-4510

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Average</b>	<b>Average</b>
2010	Average	Good
2009	Average	Average
2008	Below Average	Below Average
2007	Below Average	At-Risk

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>  
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

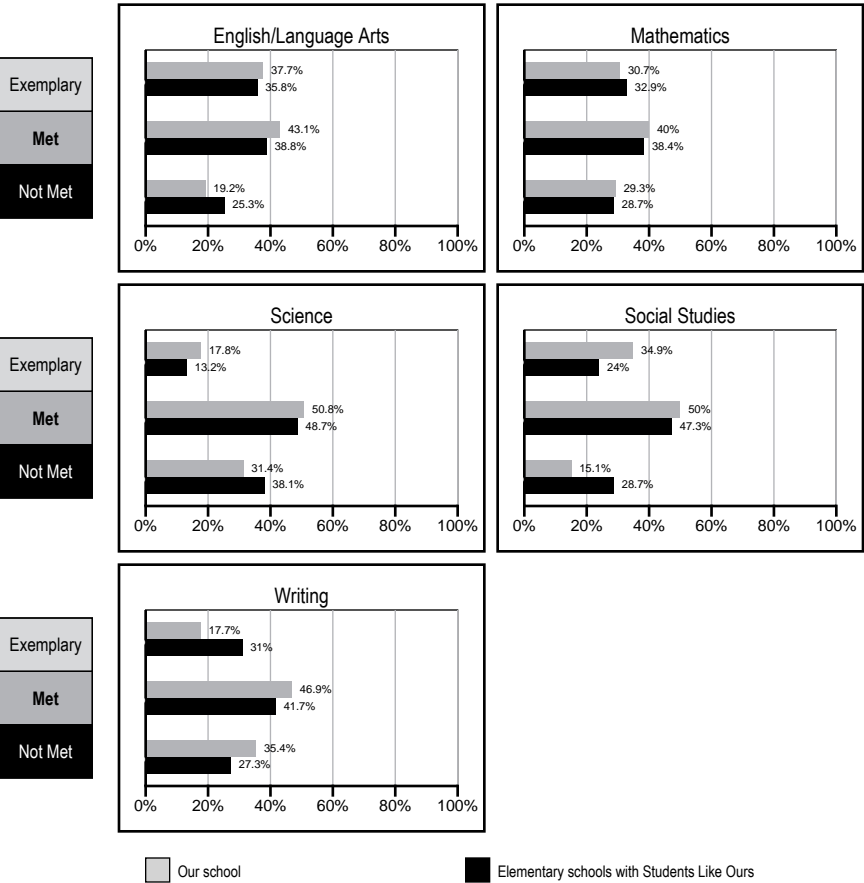
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 92.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
6	19	87	9	0

\* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=627)</b>				
First graders who attended full-day kindergarten	100.0%	Up from 90.5%	100.0%	100.0%
Retention rate	1.8%	Up from 1.2%	1.2%	1.1%
Attendance rate	95.6%	Down from 96.8%	95.9%	96.2%
Served by gifted and talented program	6.3%	Down from 11.1%	11.9%	13.4%
With disabilities other than speech	4.5%	Down from 9.1%	5.1%	4.1%
Older than usual for grade	1.2%	Up from 0.9%	0.3%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=36)</b>				
Teachers with advanced degrees	36.1%	Down from 42.5%	60.0%	62.5%
Continuing contract teachers	77.8%	Down from 85.0%	89.7%	88.2%
Teachers returning from previous year	84.7%	Down from 84.9%	87.5%	87.8%
Teacher attendance rate	94.0%	Up from 93.2%	95.2%	95.2%
Average teacher salary*	\$41,646	Down 2.5%	\$46,609	\$46,773
Professional development days/teacher	17.1 days	Down from 22.8 days	11.3 days	10.5 days
<b>School</b>				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	20.7 to 1	Up from 19.8 to 1	19.6 to 1	19.9 to 1
Prime instructional time	88.2%	Down from 88.7%	90.1%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.7%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,153	Down 8.2%	\$7,420	\$7,447
Percent of expenditures for instruction**	75.5%	No Change	66.9%	68.4%
Percent of expenditures for teacher salaries**	70.9%	Down from 74.0%	64.6%	65.8%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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**Report of Principal and School Improvement Council**

Forest Hills Elementary is located in the heart of historic Walterboro. Our current enrollment of 630 students includes a diverse population of students. Our students, faculty and staff have worked diligently once again to make the current school year a great success.

Positive Behavior Interventions and Supports (PBIS) was continued school-wide and we saw a reduction in classroom referrals from 249 during the 2009-10 school year to 194 during the 2010-2011 school year. We also continued with single gender classes in third, fourth, and fifth grade. NWEA's Measures of Academic Progress (MAP) test data was analyzed to drive our instruction and meet the needs of all of our students. Students, faculty, and staff participated in various community outreach events such as: American Cancer Society's Relay for Life, Food Drive to support a food pantry at a local church, and Jump Rope for Heart.

Technology in the classroom was expanded through the continued use of SMARTBoards for all of our first through fifth grade teachers by engaging students in active learning. Smart Document cameras continued to be used by our teachers. Differentiated instruction was provided through small, flexible groups and provided intervention and instruction based on students' MAP scores (Measure of Academic Progress). Our teachers worked diligently to provide data driven instruction to meet the needs of our students.

Student progress and success were celebrated through perfect attendance, honor roll and quarterly recognition ceremonies. ForestHills Elementary is a school where positive attitudes are working together for success!

Cindy S. Riley, Principal  
James Broderick, School Improvement Chairperson

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	33	101	44
Percent satisfied with learning environment	97.0%	92.0%	83.7%
Percent satisfied with social and physical environment	90.9%	94.1%	83.7%
Percent satisfied with school-home relations	90.9%	90.1%	88.4%

\* Only students at the highest elementary school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress	NO
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This school met 18 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.9%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.9%	0.0%	No
Student attendance rate	95.6%	94.0%**	Yes

\* Or greater than last year

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)**

All Students	378	99.2	19.3	42.8	37.8	87	77	82.4	Yes	Yes
<b>Gender</b>										
Male	195	98.5	23.9	44.7	31.4	83	72.6	78.7	N/A	N/A
Female	183	100	14.4	40.8	44.8	91.4	81.4	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	179	99.4	12.3	38.6	49.1	90.6	83.9	88.9	Yes	Yes
African American	181	99.5	26.4	48.3	25.3	82.8	70.1	72.9	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	94.1	93	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	80.6	79.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	87.1	83	I/S	I/S
<b>Disability Status</b>										
Disabled	60	98.3	52.6	31.6	15.8	61.4	37.6	48.1	Yes	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	63.6	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	15	100	13.3	26.7	60	100	82.5	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	261	99.2	24.9	46.2	28.9	82.7	73.7	75.4	Yes	Yes

**Mathematics - State Performance Objective = 79.0% (Met or Exemplary)**

All Students	378	99.2	29	40.3	30.7	81.8	76	81.9	Yes	Yes
<b>Gender</b>										
Male	195	98.5	29.8	42	28.2	80.3	74.4	79.9	N/A	N/A
Female	183	100	28.2	38.5	33.3	83.3	77.5	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	179	99.4	18.7	38	43.3	91.2	83.8	88.9	Yes	Yes
African American	181	99.5	40.8	43.1	16.1	71.8	68.2	71.4	No	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	100	94.6	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	79	81.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	83.9	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	60	98.3	54.4	38.6	7	56.1	39.3	47.3	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	72.7	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	15	100	6.7	40	53.3	93.3	85.7	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	261	99.2	36.1	41.4	22.5	76.3	72.5	74.9	No	Yes

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	257	99.2	30.8	50.6	18.6	69.2	67.1	68.6
Gender								
Male	138	98.6	30.1	49.6	20.3	69.9	67	68.3
Female	119	100	31.6	51.8	16.7	68.4	67.2	68.9
Racial/Ethnic Group								
White	111	100	14.8	57.4	27.8	85.2	79.7	80.7
African American	136	99.3	44.6	46.2	9.2	55.4	55.3	51.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	72.7	85.3
Hispanic	7	I/S	I/S	I/S	I/S	I/S	70	61.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	89.5	70.8
Disability Status								
Disabled	47	97.9	52.3	34.1	13.6	47.7	34.5	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
English Proficiency								
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	61.9	60.7
Socio-Economic Status								
Subsidized meals	182	98.9	37.4	48.9	13.8	62.6	62.6	57.3

Social Studies

All Students	254	99.2	15.2	49.8	35	84.8	71.8	72.5
Gender								
Male	131	98.5	14.2	45.7	40.2	85.8	73.1	72
Female	123	100	16.4	54.3	29.3	83.6	70.5	73.1
Racial/Ethnic Group								
White	123	100	10.3	47	42.7	89.7	78.3	81
African American	118	99.2	20.2	54.4	25.4	79.8	65.3	60
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	90.9	89
Hispanic	7	I/S	I/S	I/S	I/S	I/S	68.2	69.6
American Indian/Alaskan	N/A	N/AV	I/S	I/S	I/S	I/S	85.7	73.5
Disability Status								
Disabled	36	97.2	21.2	57.6	21.2	78.8	46.8	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
English Proficiency								
Limited English Proficient	11	100	18.2	27.3	54.5	81.8	70.5	69.7
Socio-Economic Status								
Subsidized meals	175	98.9	19.4	55.2	25.5	80.6	67.2	62.9

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	116	98.3	35.4	46.9	17.7	64.6	59.2	73.2	95.6	95.5
Gender										
Male	55	100	41.8	47.3	10.9	58.2	51.2	67.2	95.7	95.3
Female	61	96.7	29.3	46.6	24.1	70.7	67.4	79.4	95.5	95.6
Racial/Ethnic Group										
White	54	100	18.5	55.6	25.9	81.5	68.8	81.5	95.2	94.7
African American	55	96.4	51.9	42.3	5.8	48.1	50.7	61.3	95.9	96.1
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	87	98	97.4
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	38.5	66.7	95.5
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	60	72.2	97	94
Disability Status										
Disabled	19	94.7	N/AV	N/AV	N/AV	22.2	14.6	26	95.1	94.6
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	95.6	96.2
English Proficiency										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	57.1	65.7	96.8	96.4
Socio-Economic Status										
Subsidized meals	79	100	47.4	43.6	9	52.6	54.5	63.2	95.4	95.3

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	128	99.2	21.2	29.7	49.2	78.8
	4	114	99.1	38	36.1	25.9	62
	5	116	100	26.1	48.6	25.2	73.9
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	128	99.2	14.2	30	55.8	85.8
	4	134	98.5	21.1	50	28.9	78.9
	5	116	100	22.8	48.2	28.9	77.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2010	3	128	100	30.5	34.7	34.7	69.5
	4	114	100	28.7	53.7	17.6	71.3
	5	116	100	38.7	46.8	14.4	61.3
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	128	99.2	30.8	37.5	31.7	69.2
	4	134	98.5	17.2	45.3	37.5	82.8
	5	116	100	40.4	37.7	21.9	59.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2010	3	63	100	44.1	40.7	15.3	55.9
	4	114	100	38	51.9	10.2	62
	5	57	100	36.4	61.8	1.8	63.6
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	63	100	34.4	44.3	21.3	65.6
	4	134	98.5	19.5	57.8	22.7	80.5
	5	60	100	51.7	41.4	6.9	48.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	65	100	28.3	40	31.7	71.7
	4	114	100	28.7	53.7	17.6	71.3
	5	59	100	30.4	58.9	10.7	69.6
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	64	100	8.5	44.1	47.5	91.5
	4	134	98.5	13.3	54.7	32	86.7
	5	56	100	26.8	44.6	28.6	73.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2010	3	125	100	37.8	35.3	26.9	62.2
	4	113	99.1	52.8	32.4	14.8	47.2
	5	115	100	37.8	44.1	18	62.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2011	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	116	98.3	35.4	46.9	17.7	64.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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